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PROCEEDINGS

THE 3RD UAD TEFL INTERNATIONAL CONFERENCE

“ELT MATERIALS DEVELOPMENT IN ASIA
AND BEYOND: DIRECTIONS, ISSUES,
AND CHALLENGES”

**CAVINTON HOTEL YOGYAKARTA
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The Use of ICT to Optimize Students' Testing Result

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Abstract. Test is well known by educators and they use it to measure the students' ability in mastering materials conveyed before. In traditional testing system, the writer finds many weaknesses such as the students' tending to cheat, the sleepy supervisors, and the missing answer sheet. Here, the writer wants to develop the testing system which cope the weaknesses of traditional ones.

The writer applies Information and Communication Technology by using quiz creator as the main software. The concept of test is the writer makes the questions using the software, uploads it to his e-learning account, the students download and does the test, and the test result will be sent to the writer's e-mail. The writer tries this system to listening comprehension test and the obstacles he finds for the first time of use are the system quite occupies the students, they got confused when the test didn't appear on their laptop screen because they had not installed the swf player, they got shocked when the test closed by itself due to the time.

The positive sides of the system are students' rate of cheating decreases because of the random questions available, the minimum role of supervisor, it is no paper used, the well managed time, no more missing testing result, it measures the students' ability directly and the direct testing result. The advantages are not all of the students have laptop or smartphone to do the test, it depends on the power of local server and electricity, and it needs internet connection.

Keywords: *ICT, teacher made test, quiz creator, listening test*

1. Introduction

In teaching learning process, one of the parts which decide whether the students get success in receiving and comprehending the materials conveyed is assessment. Frequently, people think that the term assessment is the same as test, but in reality it is very different. Assessment is a broad sense of measuring the students' ability, whether test is only one way to measure students' ability in mastering certain area of knowledge. The writer is interested to do research on assessment because he thinks that it is very important to make a clear assessment so that it can be a vivid way to record attainment and to aid progression of learning. As a part of the assessment, test becomes the most popular way in measuring the students' ability. The writer finds that most of the teachers since at the level of elementary school up to high school use test because the government requires so. In university level, especially in Muhammadiyah University of Purworejo, the writer finds that the way to measure the students' ability is vary enough depends on the subject

the lecturer takes. Here, test becomes the favorite way to assess what has already been achieved or learned by the students.

The facts shows that the conventional test is not always represents the students' certain knowledge and skills being measured. In conventional way of test, in which a number of students sit in the classroom and answer the questions in sheets of paper, there are many weaknesses. First, the students' chance to cheat opens widely because they face the same item test written in the paper. The students' ways to cheat are vary from folding a small paper and hiding it somewhere in their bodies or clothes, seeing their friends' work, until browsing it in internet using their phones. Second, the supervisor which should wait and make sure that the test runs well, are frequently gets bored or feels sleepy in the class. The writer also finds that they frequently go out of the class and have a chat with other supervisors. Third, the time of the test is frequently unwell managed. For example, when the time is over, some of the students stillanswering questions and the supervisor asks them to give in the answer sheet for many times, the supervisor remind the students that the time is something minutes left, etc. Fourth, the risk of missing the answer sheet of the students is high because the students give in their answer sheet at the same time and they usually don't want to queue to give in their answer sheet to the supervisor.

In order to solve those problems above, the writer is interested to apply Information Communication Technology (ICT). The term ICT is not the same with certain program or software. It is wider than that. In ICT, the use of certain software is just one of the parts of the system build. It is more to the system which is made to help the human to handle and to ease their job which is manually done before. Here, the writer applies this system to the test of listening comprehension subject. Simply, this system consists of three main steps namely the question making, the questions uploading, and the test processing.

Literature Review

2.1. Assessment

2.1.1. Definition

According to Van den Akker in Mikre (2010: 15), assessment is a process for obtaining information in curriculum operation in order to make decisions about students' learning, curriculum and programs, and on education policy matters. Besides, Scriven in Taras (2005: 466) states that assessment is necessary to add a further stage that of justifying the judgment against the stated goals and criteria. Moreover, Scriven argues that assessment refers to a judgment which can be justified according to specific weighted set of goals, yielding either comparative or numerical ratings. He adds that it is

necessary to justify (a) the data-gathering instruments or criteria, (b) the weightings and (c) the selection of goal.

Arikunto (2006: 50) in his book entitled *Prosedur Penelitian* says that assessment is evaluation, which involves making value judgments and decisions, can be best understood as one possible use of assessment, although judgments and decisions are often made in the absence of information from assessment. Brown (2003: 4) defines that assessment is a popular and sometimes misunderstood term in current educational practice. It is to think of testing and assessing as synonymous term. In other hand, assessment is ongoing process that encompasses a much wider domain.

Then, the writer defines that assessment is a process of judgment through the students' progression of study by considering some aspects such as curriculum, policy matters, and justification according to the weighted set of goal in a comparative or numerical ratings in a period of time.

2.1.2. Types of assessment

According to Brown (2004: 5), there are two huge classification of assessment, namely informal and formal assessment and formative and summative assessment. The detail information is as follows:

• Informal and Formal Assessment

Informal assessment can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other improve feedback to the students. On other hands, formal assessment is exercises procedures specifically designed to tap into storehouse of skill knowledge.

• Formative and Summative Assessment

The formative assessment means evaluating students in process of "forming" their competencies and skills with the goal of helping them continue that growth process. The key to such formative is the delivery by the teacher and internalization by the student of appropriate feedback on performance, with an eye toward the future continuation or formation of learning. Some example of that assessment is when the teacher gives students comments or suggestion as a feedback to improve the learners' language ability.

Summative assessment aims to measure, or to summarize. A summation of what a student has learned implies looking back and taking stock of how well that student has

accomplished objectives. Final exams in a course general proficiency exam are examples of summative assessment.

The different statements proposed by Scriven as quoted by Taras (2005: 468). He says that summative and formative assessment is the only assessment that the teacher has. The detail is as follows:

Summative Assessment

The process of assessment leads to summative assessment, that is, a judgment which encapsulates all the evidence up to a given point. This point is seen as finality at the point of the judgment. A summative assessment can have various functions which do not impinge on the process.

Formative Assessment

Since the process of assessment is, as Scriven notes, a single process, i.e. making a judgment according to standards, goals and criteria, formative assessment is the same process as summative assessment. In addition, for an assessment to be formative, it requires feedback which indicates the existence of a 'gap' between the actual level of the work being assessed and the required standard. It also requires an indication of how the work can be improved to reach the required standard.

2.2. Test

2.2.1. Definition

Brown (2003: 3) states that test is a method of measuring a persons' ability, knowledge or performance in a given domain. A test as method, it is an instrument, a set of technique, procedures, or items that requires performance on the part of the test-taker. A test must measure, begin from general ability while others focus on very specific competencies or objectives. Test measures an individual ability which mean tester needs to understand who the test-taker are and adjust the level of test with the level of test-taker ability. A test measures performance, the result imply the test-takers' ability to use a concept common in the field of linguistic (listening, reading, writing, speaking) or other field such us vocabulary, grammar, etc.

Arikunto (2006: 53) defines that test is a procedure or instrument used to determine or measure something in the case, by the ways and the rules that have been determined. According to Gronlund and Linn (1990: 12), test is any series of questions or exercises of the other means of measuring skill, knowledge, intelligence, capacities of aptitudes or an individual or groups.

The writer can say that test is a tool to measure individual or group skill, ability knowledge of certain domain and the form of test can be a series of questions or a series of procedure determining the rules of the test.

2.2.2. Types

According to Brown (2003: 44), test is divided into two types namely are teacher made test and standardized test. This classification is based on the number of composer, the scope of the material, operational area, formality, number of participant, form of test, procedure of arranging, scoring, etc.

Teacher made test

Teacher made test is test designed by the teacher to measure and to evaluate the skill, ability or knowledge of the students. There are many various types of test such as true false, multiple choices, matching, essay, etc. The implementation of test might be done weekly, at the half of semester, or at the end of semester. Some of teacher made test are proficiency test, placement test, and achievement test.

Standardizedtest

Standardized test is used to achieve certain goal using standard criteria which is held constantly where there are several test types in one test. This test doesn't relate to certain curriculum.

2.3. ICT

According to Bradley (2011: 33), Information and communications technology (ICT) refers to all the technology used to handle telecommunications, broadcast media, intelligent building management systems, audiovisual processing and transmission systems, and network-based control and monitoring functions. Moreover, he adds that computer technology, telecommunication technology, and media technology have converged to be defined as Information Communication Technology (ICT). Although ICT is often considered an extended synonym for information technology (IT), its scope is broader. ICT has more recently been used to describe the convergence of several technologies and the use of common transmission lines carrying very diverse data and communication types and formats. Converging technologies that exemplify ICT include the merging of audiovisual, telephone and computer networks through a common cabling system. Internet service providers (ISP) commonly provide Internet, phone and television services to homes and businesses through a single optical cable. The elimination of the telephone networks has provided huge economic incentives to implement this convergence, which eliminates

many of the costs associated with cabling, signal distribution, user installation, servicing and maintenance costs.

2.4. Wondershare Quiz Creator

2.4.1. Definition

Hernawati (2009: 2) states that wondershare quiz creator is a software to make matter, quiz and test by online or web-based. By using Quiz Creator, making a quiz or test is easily and effective. It is very simply with programming language skills to operate it. Maryanto, (2010) also says that wondershare quiz creator is an application that we can use to create interactive multimedia questions. We can create an interactive quiz easily with this application, and the output is flexible.

2.4.2. Function

It easily creates Flash-based interactive quizzes and assessments and send quiz reports with great flexibility. Wondershare QuizCreator is a robust Flash quiz maker that enables instructors to easily create Flash-based quizzes and tests as online assessments. It integrates with interactivity and multimedia to engage learners through the learning progress, and offers flexible results reporting and management kit.

3. Finding and Discussion

Assessing the students' certain language skill means that the teacher must prepare everything from the daily observation, list of category to be assessed, and to test them. The concern of this research is more on testing the students' listening skill as a part of assessment. There are two types of testing the students' listening skill namely the traditional method in which the students sit in a room, listen to the recording and answering questions in a sheet of paper and IT method in which the test taker applies a web-based test then the students' use certain electronic tools in answering the questions available in their own screen.

The writer concerns his research on the use of ICT to optimize the students' testing result. The writer realizes that in traditional testing method, there are a number of weaknesses such as the students' tend to cheat, the sleepy supervisors, the missing answer sheet, and the bad time management. That's why the writer wants to minimize all of those weaknesses through the use of ICT. Here, the writer applies a testing system which involves e-learning and wondershare quiz creator as the main software. In running the system, there is a sequence of process in order to make the system as well as possible so that the problem may arise can be handle as soon as possible. The writer hopes that when he assesses the students' skill in listening, there would be a minimum problem.

3.1. Running the system

The first step in running the system is making the question using certain software and the software that the writer use is wondershare quiz creator. Here, the writer makes the 50 questions of multiple choices for listening subject with the goal of this testing is to measure the students' macro skill of listening such as distinguishing literal and implied meanings, recognize the communicative functions of utterances, according to situations, participants, goals (Brown, 2007: 308). Before publishing in the form of *.swf, the writer do some main setting such as randomizing the questions appears, limiting the time, and showing the statistics at the end of the quiz. After that, he publishes the quiz. Then, the next step is upload the published quiz to the writer's e-learning account. After that, the students who take the test download it and do the test using web browser available such as Google chrome or Mozilla Firefox. Here, the test taker must make sure that that his/her laptop should have adobe shock wave flash player as a requirement to play the *.swf file. Finally, after the test taker have already done the test, the result of the test will be shown automatically and it will be sent to the writer's email.

3.2. Testing the system

When all of the preparation is ready, the writer then tests it to the students. Here, he tests the system three times. The first is held on May 5th, 2014 and the second is held on May 12th, 2014 and the third is held on June 21st, 2014. The discussion of applying the system will be shown below:

3.2.1. First test

The first test held on May 5th, 2014. The writer takes three classes from semester two of English department of Muhammadiyah University of Purworejo as his subject. First of all, when the writer said that the test will be done online, the students respond it variously. Some of them said that it is too complicated because they had to do a number of processes to do the test from download the test from e-learning, their laptop should be installed of swf player, low battery, and many more.

Obstacles

In the first test, the writer finds many obstacles in running the system. Most of the problems appear are related to technical terms. Some of those problems are as follows:

No .swf player installed

Most of the students' laptop do not installed swf player yet. This is the biggest problem faced by the writer because he must guide or event helps the students installing swf player. Actually, the writer has provided

the link to the website of adobe.com in his e-learning account so that the students can install it by themselves. The writer thinks that this is the risk to apply the test using ICT based.

No materials available

The second problem is some of the students do not have the materials although the writer had given it to them when the teaching learning process occurred. Meanwhile, the writer also has uploaded those materials in his e-learning account in www.umpwr.ac.id but they said that they forget to download it.

The solution is the writer copied them the materials or those students copied the materials from their classmates.

Low battery of laptop

Some of the students' laptop has worse battery, so that their battery laptops are easily dropped out and it needs some electricity supply. In this case, the writer must prepare some extended electricity cable so that the students are able to do the test properly.

Confusing procedure

The writer observes that the students do not maximize the use of their laptop. It can be seen that they do not understand the testing procedures explained by the writer. They seem confused with the three basic testing processes namely download the test, do it, and wait the result send.

The problem of internet connection

One of the biggest problems faced is the internet connection. They just depend on the Wi-Fi connection in campus and only some of them bring their own modem. In a busy hour, the internet connection of the campus available in Wi-Fi is not so fast because many students access internet using the same line. As the solution for this problem, the students borrow the modem of other students to download the test and to upload the test result.

Resetting the used laptop

When one laptop has been used to do the test, it needs to be reset in order to clean the cookies in the web browser used. The students cannot do that so that the writer sets it up for them which take time.

They get difficulties doing the test using tablet

Them who do the tests in smartphone or tablet, the students get difficulties because the screen is limited only several inches so that they must manage the screen up and down to see the question and to answer it.

No headset

Because the test is listening test, the students need to use headset in order to listen the materials being played. The writer asks them to bring headset because they will be easier to listen so that the sound comes out from their own laptop will no bother other students who do the test, too. Many of the students forget to bring headset so that the writer borrow some headset from the language laboratory.

The students open their digital dictionary

Some of the students open their digital dictionary available in their laptop to help them answering the questions. Here, the writer warns them not to open the dictionary and he will reduce the time limit in order to prevent all of the cheating possibilities.

Result

The writer applies this system in listening comprehension subject with 50 questions available and 5 recordings used. The questions made are randomly published with the shuffle answers. The time limit he sets is 45 minutes. Basically, he uses wondershare quiz creator as the main software to make questions, e-learning account to store the published questions, and e-mail to take the testing result.

When the writer applies this system for the first time, there are many obstacles faced, especially related to the technical problems. After all of those technical problems are solved, the students are able to do the test without have a problem indeed. When the testing time is over or they hit the submit button, some of them get shocked on the result they have. The writer applies this system in three classes from semester two of English department in Muhammadiyah University of Purworejo. The detail result can be seen in the table below:

	Mean	Median	Mode	Max	Min
Class 2A	53.39	52	46	80	28
Class 2C	48.46	50	50	76	16
Class 2D	50.91	52	54	80	28

The writer then analyse why the students' score below 60. Some of his findings are the wayto do the test takes long processes, some questions are perhaps tricky, the time limit is too short, some questions are not answered yet, they need much time to answer some implied questions, and they got shocked when the test closed by itself due to the time is over.

3.2.2. Second test

The second test is done on May 12th, 2014. It is done because the students' testing result from the first test is not satisfied. Here, the writer uses the same technique as the first test that is writing the questions using WQC, upload it to his e-learning account, and set the testing result to be sent to his email address.

Obstacles

During the second run of the test, there are no significant obstacles faced. Some of those problems are related to the electricity only because they use the same laptop with the dropped battery. The students who use tablet or smartphone on the first test now use laptop which has installed *.swf player.

Result

Still the same with the first test, the writer uses 50 questions with 5 materials as the sources and he reduces the time limit from 45 minutes into 35 minutes. He reduces time limit to prevent the students open dictionary and other sources which indicates them to do cheating. The result of the second test will be shown in the table below:

	Mean	Median	Mode	Max	Min
Class 2A	55.08	58	62	86	18
Class 2C	58.58	62	64	88	20
Class 2D	56.55	56	56	76	26

The writer analyze the result of the second test and it shows that the mean score of those students are still below 60. From the writer's observation during teaching learning process, some of those students do not comprehend the materials well. It can be seen from their low participation and from their presence list.

However, some improvements occurs on the second test compared to the first test. First, the mean score increases between 2-10 points for each classes. It means that the students have started to understand how to use it properly and they become more focus on the test, not on the technical problems such in first test. Second, the maximum points for each classes also increases between 4-12 points. Third, the mode is also improves 2-16 points which means that most of the students' listening test score increases.

3.2.3. Third testing

The last testing is done on June 21st, 2014. Here, the writer tests them in order to find out whether the students have understood on the materials given before and to find out whether there is a significant of their listening score compared to the two previous test.

Obstacles

Generally, there are no obstacles the writer found in the third test. Here, the writer just sits and waits the students doing their test and he can do other jobs while waiting for the students finishing their test. He finds no more problems during the run of the third test.

Result

In the third test, the writer made 100 questions from 7 materials of listening then he sets that there would be 50 questions only appear on the screen randomly. The writer decides to make 100 questions because he wants to know the students mastery on the materials given and he wants to test the students' listening skill especially on macro skills. The result of the test will be shown below:

	Mean	Median	Mode	Max	Min
Class 2A	61.57	60	50	90	40
Class 2C	65.18	66	50	84	44
Class 2D	57.66	58	64	90	36

From the table above, it can be known that the mean score of those three classes are still categorized as fair. To the writer, those scores of the students still far from satisfied. To know which factors influences them so that they got those scores on the test, the writer will do deep investigation and put it in

his further research. Also, he will find the solution to solve that problem.

3.3. The findings

After running three tests of listening subject, there are some findings that the writer finds. First, when the writer runs this system for the first time, there are many obstacles faced from the uninstalled *.swf player of the students' laptop, the students got confused with the system, until they don't have the materials. Due to those problems faced, the students' concentration breaks up whether to do the test properly or to fix the problem they face. As the consequent of it, their listening score is not satisfied. Seeing the mean score of the first test, they got score below 60 which means that they can not do the test well.

Second, there are three main facilities which the writer loves much from wondershare quiz creator. They are the ability to show the questions randomly, the limitation of time, and the test statistics will be shown soon after the test end. These facilities give advantages so much for the writer because he does not worry that the students will do cheating due to the random questions shown, he does not need to tell the students about the time due to the countdown of the timer, and he does not need to do correction to the students' work because it has already done by the software. It really eases the writer in conducting the test.

Third, no more paper needed to do the test. It means that the writer doesn't need to prepare or to copy the test sheet so that it will reduce the time to prepare the test. Furthermore, the use of this system will support the Go Green program said by the government.

Fourth, it depends much on the electricity to run this system. When there is no electricity, test can not be held.

Fifth, the use of ICT to test the students' listening skill is a good way especially to reduce the students' cheating habit, to reduce the role of supervisors, and to reduce the test maker's job to do correction on the students' work.

3.4. Positive and negative side of running this system

When applying something new in educational world, of course there are positive sides and negative sides. Likewise in running this system, the writer finds positive and negative side as follows:

3.4.1. Positive side

The students' cheating rate decreases because they face different question each students and they must think of the time. When the time is over, the test will end automatically.

To run the system, there is less role of supervisor. While waiting the students doing the test, the supervisor just do administration job such as asking the students to sign the presence. Moreover, the supervisor's help is needed when the

problem arises such as the students' laptop is not installed *.swf player or the quiz can not be played in students' laptop web browser.

Running this test system doesn't need paper which means that it will reduce the cost of the test. When the test still uses the paper, the fee to copy the test sheet with the high amount of students will have much money. It is done as one of the steps to support Go Green program.

For certain type of questions (True - False, Multiple Choice, Multiple Responses, Fill in the Blank, Matching, Sequence, Word Bank, Click Map), the teacher doesn't need to do correction manually because the key answer is in the program so that the teacher just take the final score.

The supervisor doesn't need to remind the students about the test time because the countdown timer is already exist in every screen of computer monitor so that the students can see how much time available to do the rest of the test.

There is no risk of missing the students' answer sheet because when the students have already done the test or when the time is over, the test will close by itself. Then, the students must send their answer which is included in the package of the test to certain email.

3.4.2. Negative side

It needs Personal Computer (PC) or laptop or certain gadget or phone supporting flash-based test.

It depends on the power of local server especially e-learning and electricity much.

It needs internet connection to download the test and to upload the test result.

In listening test, the file size of the application is quite big due to the additional of certain audio file such as mp3.

In writing test, the teacher/lecturer must do correction by himself because the software cannot recognize the written answers and those who are able to decide the mark got by the students is the corrector itself.

4. Conclusion

The main background encouraged the writer to apply ICT in testing listening subject he takes in English department of Muhammadiyah University of Purworejo is the students' habit to cheat during the test. In traditional testing system, there are many ways of the students in doing cheating and two of the most frequently done are seeing friends' work and opening their

'special' notes. So, to decrease it, the writer employs wondershare quiz creator, his e-learning account, and his email address. The basic concepts are the writer made bank of questions and the questions appears on the students' screen is 50 random questions.

Here, the writer tries running the system three times and seeing from the average score of the tests' result, it shows that there is a trend of increasing point from each tests. During the first test, the writer faces many obstacles such as no *.swf player installed on the students' laptop, the students feel that the procedure is confusing, the problem of internet connection, and low battery of laptop. As the result of the first test, the mean score of the three classes are below 60. The writer thinks that maybe the students' concentration breaks up due to the technical problems they got in doing the test. On the second test, the writer only faces one main problem that is related to electrical terms. This time, the main score of the students' listening test increases variously between 2 until 10 points for each classes. Then, on the third test, the writer found no problem and he just sits and relaxes while waiting for the result of the test. On the last test, the students' listening test result shows that the mean score of those three classes increase between 1 until 7 points each classes and the result shows that their mean scores are above 60. Basically, their mean score increases from the first test up to the third test.

In running the listening testing system using ICT, the writer finds four important things here. First, the transition between the uses of traditional testing system to the IT based testing system causes many problems especially related to technical terms. There are many things to be fixed before the system runs well. Second, the writer uses wondershare quiz creator as the software to make the questions because it gives facilities gives advantages for the test taker such as random questions, limitation of test time, and test result will be shown automatically or be sent to test-taker's email address. Third, no paper used to run the test which means that it reduces test's cost and also supports Go Green program. Fourth, it depends on electricity and internet connection.

Some positive sides of this system are students' cheating rate decreases, the minimum role of supervisor, no paper needed, no manual correction, well management of time, and no risk of missing the answer sheet. Beside that, there are negative sides such as it depends on the electricity and internet connection. Moreover, the students must do the test using their laptop or gadget which has been installed *.swf player as the main software.

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